

Discourse in Human-AI Collaboration: A Pragmatic and CDA Study on Translating Linguistically Unique Indonesian Songs Across Generational Audiences

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ABSTRACT

This study examines how discourse, context, and generational orientation shape AI-assisted translation, focusing on two Indonesian songs with unique linguistic features: “Stecu Stecu” and “Pica Pica.” Using a qualitative-descriptive case study approach, the research combines pragmatic linguistic theory, as outlined by Geoffrey Leech, with Fairclough’s three-dimensional model of Critical Discourse Analysis (CDA). ChatGPT was tasked with translating the songs into English using prompts tailored for Millennial, Generation Z, and Generation Alpha audiences. Findings show that AI can adjust tone, vocabulary, and style according to generational characteristics: Millennial outputs are smooth and clear, Gen Z versions use slang and digital expressions, while Gen Alpha translations are simple, playful, and easy to understand. These results suggest that AI can reflect audience-specific language use but also demonstrate that AI-generated translations are shaped by underlying social values and are not entirely neutral. The study underscores the importance of context-aware prompting and human oversight in AI translation, contributing to broader discussions in Translation Studies and responsible language technology use.

Keywords: AI-assisted translation; Pragmatics; Critical Discourse Analysis (CDA); ChatGPT; Context; Indonesian songs

INTRODUCTION

Recently, Indonesian social media has been enlivened by the rise of two viral songs from Eastern Indonesia. The first is *Stecu Stecu*, performed by Faris Adam and written by Farid Egall; the second is *Pica Pica*, both written and performed by Faris Adam. With their distinctive lyrics, energetic rhythms, and the vibrant spirit characteristic of Eastern Indonesian music, these songs have captured widespread public attention. *Stecu Stecu* has garnered over 110 million views on YouTube, while *Pica Pica* has also achieved remarkable popularity with more than 102 million views. In addition to their success on YouTube, both songs have gone viral on TikTok. The original version of *Stecu Stecu* by Faris Adam has been used in over 700,000 TikTok videos, whereas *Pica Pica* has been featured in more than 2.1 million posts. These figures do not yet include the use of alternative versions or remixes of the songs across the platform.

These songs exhibit a unique complexity, as they are both linguistically and culturally marked. As Indonesian songs, they incorporate non-standard expressions, local idioms, and generational slang, which reflect the rich sociolinguistic diversity of their cultural origin. This distinctiveness makes them particularly intriguing to examine in translation, especially into English. In such cases, translation should not be viewed merely as a process of language substitution, but rather as a form of discursive negotiation—one that is shaped by context, intended audience, and embedded cultural codes. Translation Studies, as an interdisciplinary field, offers the conceptual tools to approach this complexity. It explores translation and interpreting through linguistic, cultural, social, and political lenses, drawing on insights from disciplines such as linguistics, literature, anthropology, and philosophy (SOYSAL, 2023).

Building on the idea that translation is not just about changing words but involves cultural and contextual understanding, the use of Artificial Intelligence (AI) in translation has grown quickly in recent years. This development has brought both excitement and concern. AI is changing how

translation works by making it faster, helping people understand different languages, and making information more accessible. While it offers speed and accuracy, there are also worries about whether AI can truly understand cultural meaning, how it affects human translators, and what it means for jobs in the field (SOYSAL, 2023). Writing in a new language is not easy, and AI tools like ChatGPT can help by improving writing and learning. However, some people are concerned that relying too much on these tools could affect learning quality and raise questions about academic honesty (Wang, 2024). In social science research, for example, translating surveys across cultures must be done carefully to ensure fair comparisons. Traditional methods like forward-back translation are trusted but take a lot of time and money. AI tools such as Google Translate and GPT can do this faster, but people question how accurate they really are (Kunst & Bierwiazzonek, 2023). The fast progress of AI in translation—through tools like neural machine translation (NMT) and large language models (LLMs) using deep learning—has made things like real-time chatbots possible, but also shows the limits of what AI can do (Siu, 2024).

AI tools offer significant benefits in translation, such as speed and accessibility, but they still struggle with understanding context and cultural nuances. This makes human involvement essential to ensure translation quality. The intersection between human input and machine assistance presents both challenges and opportunities, encouraging the development of hybrid translation models, ethical considerations, and ongoing innovation in translation practices (SOYSAL, 2023). This study becomes particularly relevant as it combines human involvement with the use of specially designed prompts to assess the capabilities of ChatGPT—as the chosen AI tool—in understanding translation context. The aim is not merely to evaluate language conversion, but also to examine how well the tool captures contextual meaning and adapts to the needs of the target audience.

This study explores Human–AI collaboration in the translation of two contemporary Indonesian songs—*Stecu* and *Pica-Pica*—both characterized by unconventional lexical choices and generationally coded expressions. To investigate how language style and meaning shift across audience groups, the study employs targeted prompts tailored to three generational cohorts: Generation Alpha, Generation Z, and Millennials. The specific prompts used in the translation tasks are: *Translate into English for a Millennial audience*, *Translate into English for a Generation Z audience*, and *Translate into English for a Generation Alpha audience*. These prompts are designed to examine how AI, particularly ChatGPT, adapts its translation output to align with the linguistic preferences and cultural sensibilities of each generation.

To further explore how generational context influences translation, this study considers the linguistic tendencies and digital behaviors of each cohort. The categorization of people by generation has become a common framework in contemporary society, with generational labels typically defined by birth years. Millennials, or Generation Y, are generally born between 1981 and 1996 and are known for growing up during the rise of the internet and mobile technology. Generation Z (Gen Z), comprising individuals born between 1995 and 2010, are considered digital natives and currently make up around 31% of the global population. Following them is Generation Alpha (Gen Alpha), born from 2010 onward, who are growing up in fully digitized environments from an early age (Tirendi & Gargiulo, 2024). Both Gen Z and Gen Alpha are especially notable for their heavy use of social media and digital platforms, a characteristic that has drawn increasing academic and public interest (Holubova, 2024). These generational distinctions are crucial for analyzing how translation is perceived and received differently across age groups.

Although studies on AI-assisted translation in Indonesia have grown significantly in recent years, research specifically examining the translation of popular cultural texts—such as viral songs—remains limited. Existing scholarship has primarily focused on the use of AI tools, particularly ChatGPT, in the context of Arabic language translation and learning in Islamic higher education institutions. For instance, Latifah and Djamilah explored the use of ChatGPT for Arabic translation (Latifah & Djamilah, 2024); Amadi and Hikmah examined students' perceptions of AI-assisted language learning (Amadi & Hikmah, 2025); Hizam, Aziz, and Hakiki analyzed AI integration in Arabic–Indonesian translation (Hizam et al., 2025); while Lutfiyatun, Kurniati, and Fajriah assessed

AI's role in enhancing grammatical and conversational competence (Lutfiyatun et al., 2023). Pratiwi and Gusthini also examined ChatGPT's translation of poetry, comparing AI and human versions of *Hope is the Thing with Feathers* (Pratiwi & Gusthini, 2025). In contrast, this study introduces a novel contribution by examining the AI-assisted translation of two contemporary Indonesian songs, *Stecu Stecu* and *Pica-Pica*, with a focus on how contextual understanding affects translation quality. To date, only one academic study has explored *Stecu*, namely by Pita Loka and Surawan, which focused on the "Stelan Cuk" phenomenon in the context of Islamic values and social psychology (Loka et al., 2025). No previous research, however, has investigated how AI processes such texts across generational contexts, nor evaluated AI's ability to interpret deeper background meanings within culturally rich material.

What distinguishes this study is its integration of contextual prompts into AI-assisted translation tasks, allowing for a critical assessment of how well AI, specifically ChatGPT, can understand and respond to background information embedded in source texts. By adopting a pragmatic linguistic approach and applying Critical Discourse Analysis (CDA), the study explores how discourse, social codes, and audience orientation influence translation output. Through generationally targeted prompts (Millennials, Gen Z, and Gen Alpha), it assesses whether AI can go beyond literal translation and engage with the socio-cultural dimensions of meaning. This approach positions the research at the intersection of digital translation practices and critical language awareness, offering a new framework for evaluating the interpretive capacity of AI in context-sensitive translation. As such, the study not only fills a gap in existing literature but also advances the field of Translation Studies by foregrounding the importance of context in AI-human translation collaboration.

Pragmatic Analysis

Geoffrey Leech, in his book *Principles of Pragmatics*, clearly explains that pragmatics is the study of how utterance meaning arises within specific situational contexts (Leech, 1983). According to Leech, understanding language cannot be achieved solely by analyzing its structure, such as syntax or semantics. Pragmatics focuses on the use of language in everyday communication, which involves understanding the context, the speaker's intention, and the social relationship between the speaker and the listener. Thus, pragmatics seeks to explore how meaning is interpreted within specific communicative contexts, taking into account various factors that influence understanding in such interactions. This highlights the essential role of context in shaping how messages are delivered, received, and interpreted in real-life communication.

Leech divides the aspects of speech situations into five parts. First, the addresser refers to the speaker, the one who conveys pragmatic functions in communication, while the addressee is the person who receives or is targeted by the message. Second, the context of the utterance is considered shared background knowledge between the speaker and listener, which aids the listener in interpreting the speaker's intent. Third, the purpose of the utterance refers to the intended outcome the speaker aims to achieve through the utterance, which can be expressed in various ways but still fulfill the same communicative goal. Fourth, pragmatics views an utterance as a verbal act or activity occurring in a specific situation, making it more concrete than grammatical structures. Lastly, an utterance is also regarded as the product of a verbal act, meaning the result of expression that takes form in words or language (Leech, 1983). These five components provide a structured framework for analyzing how speech operates in context, underscoring the multifaceted nature of communication in pragmatics.

Critical Discourse Analysis (CDA)

Critical Discourse Analysis (CDA) is a theoretical and qualitative research approach that investigates how language reflects and constructs social realities, ideologies, and power relations through the examination of texts, discursive practices, and broader social practices within specific socio-cultural contexts (Hung et al., 2025). Central to CDA is Fairclough's three-dimensional model, which involves analyzing discourse at three interconnected levels: textual analysis, which focuses on linguistic features, communicative functions, and lexical choices; discursive practice, which examines the processes of text production, distribution, and consumption; and socio-cultural practice, which situates the discursive event within its broader social and cultural context, such as interviews, academic

publications, or everyday conversations (Fairclough, 1995). This comprehensive framework highlights the intricate relationship between discourse and its social environment, aiming to reveal how discourse both mirrors and shapes power dynamics and ideological formations. CDA seeks to expose the underlying ideologies embedded in texts and to demonstrate how discourse is shaped by, and in turn shapes, social structures, underscoring the reciprocal and dynamic interaction between language and society. Fairclough also emphasizes that discourse should not be treated as an isolated phenomenon, but rather as part of a wider network of social relations and practices. CDA therefore investigates the dialectical interactions between discourse and other social elements, including its internal organization. Furthermore, CDA is inherently transdisciplinary, extending beyond traditional disciplinary boundaries such as linguistics, political science, and sociology. This transdisciplinary nature encourages interdisciplinary dialogue, enriching theoretical perspectives and enabling methodological innovation across various academic fields.

METHODS

This study adopts a qualitative-descriptive design that integrates pragmatic linguistics and Critical Discourse Analysis (CDA) to examine how discourse and contextual understanding shape AI-assisted translation. It is framed as a case study focusing on two contemporary Indonesian songs, “Stecu Stecu” and “Pica-Pica,” both of which feature linguistically distinctive expressions and culturally specific references. These texts were selected for their richness in non-standard language and generationally coded expressions, which present significant challenges for conventional translation methods. ChatGPT, a large language model developed by OpenAI, is employed as the AI collaborator to translate the chosen songs using prompts tailored to different generational audiences.

Although the study does not involve human participants in the traditional empirical sense, it constructs generational audience profiles based on sociolinguistic characteristics documented in recent literature. By embedding these generational features into the prompts submitted to ChatGPT, the study simulates discourse contexts in which translation is both audience-specific and context-sensitive. The data sources in this study comprise two main components: the original Indonesian lyrics of the songs “Stecu” and “Pica-Pica,” and the AI-generated English translations produced in response to generation-specific prompts. These prompts include: “Translate into English for a Millennial audience,” “Translate into English for a Generation Z audience,” and “Translate into English for a Generation Alpha audience.”

Data collection was conducted by submitting each prompt to ChatGPT. The resulting translations were documented and systematically organized by song title and generational category. The documentation and organization of these AI-generated translations are presented in tabular form in the ‘Results and Discussion’ section. Data analysis follows a two-pronged approach. First, a pragmatic analysis identifies how contextual cues influence meaning construction in the AI-generated translations. Second, Critical Discourse Analysis is applied using Fairclough’s three-dimensional framework. The integration of pragmatics and CDA provides a comprehensive methodological lens to evaluate the adaptability, contextual sensitivity, and generational responsiveness of AI-assisted translation.

RESULTS AND DISCUSSION

Generational Prompting and Variation in AI Translation Output

AI-assisted translation is not a new phenomenon. It serves to support human work, yet the process carries inherent risks. Many experts have raised concerns about the ethical implications of AI in translation. As stated in the literature, *Translation Studies* is an interdisciplinary field that explores translation and interpreting through linguistic, cultural, social, and political lenses, drawing on disciplines such as linguistics, literature, anthropology, and philosophy (SOYSAL, 2023). While AI enhances the efficiency of translation, it continues to struggle with the complexity and precision required in legal language. As global cooperation expands, the need for accurate legal translation becomes increasingly vital, drawing scholarly attention to issues like translator competence and ethics

(Greńczuk et al., 2024). Neural Machine Translation (NMT), powered by Transformer models such as GPT-3, has significantly improved translation fluency and quality. Tools like ChatGPT show great potential, though literary translation remains challenging due to cultural nuance and stylistic intricacy. While AI can offer creative assistance, human oversight remains crucial to ensure accuracy and authenticity (Manapbayeva et al., 2024). AI continues to transform the field of translation by increasing efficiency, breaking down language barriers, and broadening access to information. However, alongside these benefits arise concerns related to cultural appropriateness, the diminishing role of human expertise, and the impact on employment (SOYSAL, 2023).

For this reason, tailoring translation to a specific audience and clearly defined context has become one ethical consideration in the process. Although this does not eliminate ongoing concerns and debates about the role of AI in supporting human translation, it presents one way of addressing them. This study employs prompts aimed at different generational audiences to generate more appropriate translations. As a result, word choice and sentence structure are adapted to the background knowledge of the intended audience.

Using the popular songs “Pica-Pica” and “Stecu Stecu,” the prompts used were “Translate into English for a Millennial audience”, “Translate into English for a Generation Z audience, “Translate into English for a Generation Alpha audience.” Using these prompts, the resulting translations were recorded and organized in the following table:

Table 2
AI Translations of "Stecu Stecu" by Generational Prompt

Original lyric of ‘Stecu Stecu’	Prompt Instructions Submitted to ChatGPT		
	Translate into English for a Millennial audience	Translate into English for a Generation Z audience	Translate into English for a Generation Alpha audience
Pandang pertama lia Nona langsung suka	[Verse] Love at first sight—saw you, girl, and liked you right away	[Verse] Saw you once and boom—I was hooked You got all flustered, full-on stecu, looking away	[Verse] The first time I saw you, I liked you right away
Nona salting, stecu abis, buang muka	You got shy, totally stecu, looked away	I was lowkey obsessed, your smile had me flying	You got shy, super stecu, and looked away
Sa mabuk, ko pu senyum tiap hari sampe fly	I was drunk on your smile, flying high every day	You popped up in my dreams, can’t stop thinking of that sweet vibe	I felt happy just seeing your smile every day
Datang dalam mimpi, inga Nona manis lai	You showed up in my dreams, sweet girl, I still remember	Girl’s a total stecu—chill fit, straight fire	You even showed up in my dreams—so sweet!
Nona stecu, stelan cuek, aduhai	You’re stecu—cool style, effortless charm, wow	[Chorus] If you’re into me, don’t ghost me with that side-eye	You’re stecu, with that cool style—so cute!
[Chorus]	[Chorus] If you like me, don’t look away	Don’t act cold—it’s giving shy vibes	[Chorus] If you like me, don’t look away
Kalo Nona suka, jang buang muka	Don’t act all distant—you’ll just end up embarrassed	Just say what’s real, stop frontin’	Don’t act cold, it might make you blush
Jang stelan cuek, nanti malu di Nona	Just say it, no need to pretend	I’m already down, just slide into the convo	Just say it—don’t pretend
Kan bilang saja, jang pura-pura	I’m already into you, just talk to me	[Refrain] Stecu, stecu—playing it cool but getting shy	I already like you, just talk to me
Abang su tarima asal Ade Nona bicara	[Refrain] Stecu, stecu—acting cool but getting shy	Dang, you lowkey want me to shoot my shot, huh?	[Refrain] Stecu, stecu—acting cool but feeling shy
[Reff]	Oh girl, you kinda want me to flirt with you, huh?	[Chorus] If you’re into me, don’t	Wow, you kinda want me to make the first move, right?
Stecu, stecu, stelan cuek baru malu	[Chorus] If you like me, don’t look		
Aduh, Ade ini mau juga			
Abang yang rayu			
[Chorus]			
Kalo Nona suka, jang buang muka			
Jang stelan cuek, nanti malu di Nona			
Kan bilang saja, jang pura-pura			

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Abang su tarima asal Ade Nona bicara [Reff] Stecu, stecu, stelan cuek baru malu Aduh, Ade ini mau juga Abang yang rayu Stecu, stecu, stelan cuek baru malu Aduh, Ade ini mau juga Abang yang maju Pandang pertama lia Nona langsung suka Nona salting, stecu abis, buang muka Sa mabuk, ko pu senyum tiap hari sampe fly Datang dalam mimpi inga Nona manis lai Nona stecu, stelan cuek aduhai Aduh, Abang bukan maksudku begitu Masalah stecu bukan brarti tak mau Jual mahal dikit kan bisa Coba kase effort-nya saja Kalo memang cocok bisa datang ke rumah (sikat!)	away Don't act all distant— you'll just end up embarrassed Just say it, no need to pretend I'm already into you, just talk to me [Refrain] Stecu, stecu—acting cool but getting shy Oh girl, you kinda want me to flirt with you, huh? Stecu, stecu—acting cool but getting shy Oh girl, you kinda want me to make the move, right? [Verse] Love at first sight—saw you, girl, and liked you right away You got shy, totally stecu, looked away I was drunk on your smile, flying high every day You showed up in my dreams, sweet girl, I still remember You're stecu—cool style, effortless charm, wow [Bridge] Hey girl, I didn't mean it like that Just 'cause I'm stecu doesn't mean I'm not interested A little hard to get can be cute, right? Just show me a bit of effort If it clicks, come meet the fam (let's go!)	ghost me with that side- eye Don't act cold—it's giving shy vibes Just say what's real, stop frontin' I'm already down, just slide into the convo [Refrain] Stecu, stecu—playing it cool but getting shy Dang, you lowkey want me to shoot my shot, huh? Stecu, stecu—playing it cool but getting shy For real, you kinda want me to make the move [Verse] First glance—boom, heart gone You were all nervous, full-on stecu, avoiding eye contact I was simpin for your smile, felt like floating You showed up in my dreams, sweet face still stuck in my head You're so stecu—chill but cute AF [Bridge] Yo, I didn't mean it like that Just 'cause I'm stecu doesn't mean I'm not feelin' you A lil' hard to get? Bet. Just match the effort, that's all If we vibe, pull up and meet the fam (let's gooo)	[Chorus] If you like me, don't look away Don't act cold, it might make you blush Just say it—don't pretend I already like you, just talk to me [Refrain] Stecu, stecu—acting cool but feeling shy Wow, you kinda want me to make the first move, right? Stecu, stecu—acting cool but feeling shy Wow, maybe you want me to come say hi [Verse] The first time I saw you, I liked you right away You got shy, super stecu, and looked away I felt happy just seeing your smile every day You even showed up in my dreams—so sweet! You're stecu, with that cool style—so cute! [Bridge] Hey, I didn't mean it that way Being stecu doesn't mean I don't like you Playing a little hard to get can be fun Just show me some effort too If we're a good match, you can visit my house (let's go!)
Stecu, stecu, stelan cuek baru malu Aduh, Ade ini mau juga Abang yang rayu Stecu, stecu, stelan cuek baru malu Aduh, Ade ini mau juga abang yang maju	[Refrain] Stecu, stecu—acting cool but getting shy Oh girl, you kinda want me to flirt with you, huh? Stecu, stecu—acting cool but getting shy Oh girl, you kinda want me to make the move, huh?	[Refrain] Stecu, stecu—playing it cool but getting shy Dang, you lowkey want me to shoot my shot, huh? Stecu, stecu—playing it cool but getting shy Fr, you want me to go for it now, huh?	[Refrain] Stecu, stecu—acting cool but feeling shy Wow, you kinda want me to make the first move, right? Stecu, stecu—acting cool but feeling shy Wow, maybe now you want me to say hi!

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Table 2

AI Translations of "Pica Pica" by Generational Prompt

Original lyric of 'Pica-pica'	Prompt Instructions Submitted to ChatGPT		
	Translate into English for a Millennial audience	Translate into English for a Generation Z audience	Translate into English for a Generation Alpha audience
Nona pu goyang Pica2 Nona pu goyang Lincah2 Goyangankan pingang Pata2 Putar kekiri dan kanan Nona pu goyang Pica2 Nona pu goyang Lincah2 Goyangankan pingang Pata2 Ikuti dengan irama Rep nada 1: Ye kalo soal badansa Nona2 manis ini paling asik ya Apa lagi dorang pata pingan Mama yay Jang Ko pele... Sampe page.... Lupa pulang ruma Okey Ope kasi tamba naik Lagu pata2 bikin kasi naik Kalo kekiri ke kiri ke kiri manise Ke kanan ke kanan Ke kanan sayang eeee Rep nada 2: Nona ambon pica2 Nona ntt linca2 Mace papua garis tana Ini rakat pu acara E,e Nona eeeee Putar lagu jamila Aduel dobel dengan sonia Tamba deng no, nona melanesia U wowwww	Missy's got the moves – pica-pica She's dancing smooth – so slick-slick Swing those hips – snap snap Twist it left, then right Missy's got the moves – pica-pica She's on fire – real quick-quick Move those hips – break it down Feel the rhythm, let it guide ya Hook – Vibe 1: When it comes to dancing, These sweet girls know how to groove Especially when they break it down – whoa mama! Don't stop now... We're dancing till the sun comes up Forget going home tonight! Okay now – turn it up! This pata-pata beat is heating up Step left, left, left with love Step right, right, right – that's what's up 🕺 Hook – Vibe 2: Ambon girls, they got the moves NTT girls, smooth and bold Papuan queens, grounded strong This is our island-style celebration Ooooh Missy! Now drop that Jamila track Mash it up with Sonia And raise it higher with Miss Melanesia U wowww! 🔥	Missy's dancing – she poppin' fr Moves so smooth – on fleek 🙌 Hips go side to side – snap snap Twist left 🌀 twist right Missy's dancing – she lit 🔥 Real fast – no lag 🚀 Hips on beat – servin' looks Now move with the rhythm – don't miss the drop 🎵 Hook – Vibe 1: If we talkin' dancing... These baddies got it on lock 🔒 Especially when that hip move hit – sheesh Mamaaa don't stop 🙄 We dancin' all night Forgot we got a home? 🏠 OKAYYYY – turn it UP 📢 This pata-pata beat be hittin' Slide left, left, left – smooth like that Slide right, right, right – ayyeeeee 🕺 Hook – Vibe 2: Ambon girls? Fire 🔥 NTT girls? Vibin' 🕺 Papuan queens? Straight from the roots 🌺 This whole party? Island-coded 🌴 Eyyyy Missyyy 🙌 Now spin that Jamila beat Drop Sonia on top – double trouble Add one more, it's Miss Melanesiaaaa 🌊 U WOOOOW 📢	Missy's dancing – Shimmy shimmy! She's got moves – So speedy speedy! Wiggle your hips – Shake shake! Spin to the left, then right – Just like that! Missy's dancing – Shimmy shimmy! She's so quick – Zippy zippy! Move your hips – Snap snap! Let's dance to the beat – Clap clap! 🎵 Dance Time – Part 1: If we're talking dancing fun, These cool girls shine like the sun ☀️ When they move, it's wow-wow-wow! Oh mama, don't stop now! We'll dance and jump all night long, Oops! We forgot to go back home! Okay, let's pump it up! This jumpy beat goes up-up-up! Step to the left – left – leeeefft! Step to the right – right – riight! 🎵 🎵 Dance Time – Part 2: Girls from Ambon – so fun! Girls from NTT – let's run! Papua queens – strong and proud 🙌 This party's lit and loud! 📢 Hey Missy! Play the Jamila song 🎵 Add Sonia too – come along! Let's dance with Miss Melanesia! Woowoooo! 🎉

Generation Z, born into a digital world, are always online and have a short attention span of about eight seconds. They prefer clear instructions, practical and hands-on learning, and learner-centered methods. They value innovation, relevance to real life, and varied, engaging lessons tailored to their knowledge level (Holubova, 2024). Generation Z and Generation Alpha differ notably in their relationship with technology, communication styles, values, and cognitive behavior. While Gen Z experienced a gradual integration into the digital world, Gen Alpha has been immersed in digital technology from an early age, displaying a stronger familiarity with devices like tablets and smartphones and a greater tendency to adopt emerging technologies. In social interactions, Gen Z balances face-to-face and virtual communication, whereas Alphas rely more on online platforms, gaming, and digital collaboration for both learning and socializing. In terms of values, Gen Alpha places greater emphasis on global awareness, environmental issues, and tech-driven careers, while Gen Z tends to prioritize flexibility, creativity, and work-life balance (DUISENBEKOVA, 2023). Millennials, being older than Gen Z and Gen Alpha, still adapt to new technology while holding onto traditional values from previous generations. They grew up alongside the rapid rise of social media and digital innovation.

These generational characteristics clearly influence how each group interprets and relates to language, especially in translation. By examining the three translation outputs produced by ChatGPT based on tailored prompts—Millennial, Gen Z, and Gen Alpha—we can observe distinct lexical choices, stylistic differences, and tone shifts that align with each audience's traits.

Based on the table above, the translation outputs reveal significant differences across generations in terms of lexical choices, sentence structure, and cultural sensitivity. The Millennial version adopts a neutral, slightly poetic tone with standard vocabulary. Expressions such as “love at first sight,” “effortless charm,” and “playing hard to get” contribute to a polished and narrative-driven style that feels romantic yet restrained. In contrast, the Gen Z version employs slang and social media-inspired language like “lowkey obsessed,” “simping,” “shoot my shot,” and “it’s giving shy vibes.” The tone is casual, confident, and heavily influenced by digital culture, mirroring how Gen Z communicates on platforms like TikTok and Instagram. Meanwhile, the Gen Alpha version is simplified, direct, and playful. Phrases such as “super stecu,” “so cute,” “don’t act cold,” and “let’s go!” highlight an emotionally expressive and accessible approach tailored to younger audiences, often incorporating sound-symbolic words like “shimmy shimmy” or “clap clap.”

In terms of sentence structure and complexity, the Millennial translation features longer, more complete sentences, often aligned with lyric structure but grounded in grammatical correctness. Gen Z’s translation leans toward fragmented, punchy lines filled with internet lingo, mimicking the style of text messages or meme captions. Gen Alpha’s version is composed of shorter and clearer sentences, sometimes resembling educational or sing-along content designed for children, emphasizing clarity and engagement.

Culturally and contextually, each version aligns with the values and communication styles of its target generation. The Millennial version maintains a respectful and refined tone with minimal slang, suitable for those who value emotional nuance and lyrical fidelity. The Gen Z version heightens pop culture references and fluency in digital trends, making it fitting for audiences accustomed to fast-paced, witty, and culturally coded content. In contrast, the Gen Alpha output adopts a storytelling approach that mirrors gamified learning and interactive media, reinforcing the importance of fun, clarity, and digital immersion in their linguistic experiences.

Pragmatic Flexibility and Contextual Meaning Construction

From a pragmatic point of view, the AI translations show that the model can adjust meaning based on context, speaker intention, and audience. This reflects Geoffrey Leech’s five elements of speech situations: addresser, addressee, context, purpose, and utterance. In this study, the AI is the addresser, while the audiences—Millennials, Generation Z, and Generation Alpha—are the addressees. The

prompts guide the AI to choose language that fits each group, leading to different choices in words, tone, sentence length, and style.

Words like “Stecu” and “Pica-Pica” highlight this flexibility. For Generation Alpha, “Stecu” sounds like a fun name or brand. For Gen Z, it carries a slang or playful meaning. For Millennials, it is explained more clearly or linked to a cultural reference. Similarly, “Pica-Pica” becomes a chant for Gen Alpha, an expressive phrase for Gen Z, and a more descriptive or idiomatic version for Millennials.

These differences show that AI doesn’t just translate literally—it adjusts how messages are shaped based on what each generation likely knows and how they communicate. This reflects the AI’s pragmatic flexibility, or its ability to make language choices that suit different social situations. It also demonstrates communicative competence: the AI considers what is implied, what the audience might already know, and what fits the situation. This allows the AI to create translations that are not only accurate but also appropriate and meaningful in context.

The tables illustrate how the AI adapts the lyrics of “Stecu Stecu” and “Pica-Pica” across generations. Clear patterns emerge. First, there is a shift in word choice. In “*Stecu Stecu*,” the Millennial translation uses conventional, emotionally neutral expressions like “make the move,” “don’t act all distant,” and “just talk to me.” These choices reflect a composed, adult-oriented tone. In contrast, the Gen Z version incorporates colloquial and social media-influenced expressions such as “lowkey want me to shoot my shot,” “ghost me with that side-eye,” and “stop frontin’,” capturing a more casual and performative style. Meanwhile, the Gen Alpha version simplifies vocabulary for younger readers: “super stecu,” “just say hi,” and “wow, maybe now you want me to say hi!” The wording is direct, upbeat, and accessible, designed to resonate with children’s sensibilities.

In “*Pica-Pica*,” the word choice follows a similar generational gradient. The Millennial version includes descriptive but slightly formal expressions like “swing those hips – snap snap,” “feel the rhythm,” and “turn it up,” maintaining a clear narrative and dance instruction tone. The Gen Z version, however, uses urban slang and internet speak: “she poppin’ fr,” “hips on beat – servin’ looks,” and “this beat be hittin’.” Phrases like “forgot we got a home? 🤪” and “slide left – smooth like that” show a playful yet savvy awareness of meme culture. For Gen Alpha, the lyrics turn into chant-like, joyful commands: “Shimmy shimmy!,” “wiggle your hips – shake shake!,” “Zippy zippy!,” and “Clap clap!”—phrases that imitate onomatopoeia and children’s sing-song games.

Tone adjustment is also notable across both songs. In “*Stecu Stecu*,” the Gen Z version adopts an assertive, flirtatious voice, with lines like “Fr, you want me to go for it now, huh?” and “You lowkey want me to make the move.” This confidence and casual delivery contrasts with the Millennial version’s steady emotional register, which includes lines like “I’m already into you” and “Just say it, no need to pretend.” Gen Alpha’s tone is more innocent and playful: “Wow, maybe now you want me to say hi,” “so sweet!,” and “cool style—so cute!” suggest lighthearted engagement and emotional clarity tailored to a younger audience.

In “*Pica-Pica*,” tone varies similarly. Gen Z’s version is performative and hype-focused: “Eyyyy Missyyy 🤩,” “drop Sonia on top – double trouble,” and “Island-coded 🏝️” create an atmosphere that mimics TikTok dance trends and party culture. The Millennial version, while still lively, stays more descriptive and event-oriented with lines like “Twist it left, then right,” “This pata-pata beat is heating up,” and “This is our island-style celebration.” For Gen Alpha, the tone becomes celebratory and friendly, with phrases like “These cool girls shine like the sun ☀️,” “Wooooooo! 🎉,” and “Let’s dance with Miss Melanesia!” Emoticons, sound repetitions, and exclamatory punctuation all enhance the fun, storybook-like rhythm suited for younger children.

Overall, these patterns show that AI translation is shaped by more than just grammar or vocabulary. It responds to social and cultural cues, generational habits, and audience expectations. This highlights the novelty of this study: using generation-based prompts provides a practical way to explore how well AI understands discourse, audience context, and cultural nuance.

Discourse Positioning and Ideological Sensitivity: A CDA Reading

From a Critical Discourse Analysis (CDA) perspective, the generational translations do more than replace words—they construct meaning, shape identity, and reflect social positioning. Generation Z versions use casual, internet-influenced expressions that emphasize inclusivity and cultural awareness—discourses commonly associated with digital youth culture. Meanwhile, Millennial versions are clearer, more structured, and grounded in context, reflecting values like professionalism and emotional balance. This suggests that AI-generated translations are not neutral; they participate in shaping social roles, ideologies, and communicative styles.

Applying Fairclough's CDA framework, all three dimensions—textual features, discursive practice, and social context—work together as the AI mirrors generational norms and identities. On the textual level, generational variation in "*Stecu Stecu*" is particularly rich. The Millennial version uses emotionally grounded and relatively neutral vocabulary such as "just talk to me," "don't look away," and "I didn't mean it like that," presenting a mature, emotionally controlled voice. In contrast, the Gen Z version is expressive and embedded in internet slang, with terms like "full-on stecu," "lowkey," "ghost me," and "shoot my shot," evoking informal confidence and a sense of performative youth culture. The Gen Alpha version simplifies expressions and uses enthusiastic, child-friendly phrases like "super stecu," "so cute!," and "wow, maybe you want me to come say hi," maintaining emotional clarity and playfulness.

Similarly, in "*Pica-Pica*", Millennials receive more structured and descriptive wording such as "swing those hips – snap snap," "twist it left, then right," and "feel the rhythm, let it guide ya." The Gen Z version is stylized and hype-driven, using expressions like "she poppin' fr," "hips on beat – servin' looks," and "this beat be hittin'." For Gen Alpha, the word choices focus on rhythm, simplicity, and repetition: "shimmy shimmy!," "zippy zippy!," "clap clap!," and "step to the right – riight!"—replicating the feel of a sing-along or dance game.

At the level of discursive practice, which concerns how the AI organizes and presents meaning in response to generational cues, "*Stecu Stecu*" again shows clear patterns. The Millennial version relies on full sentences and emotional sequencing, e.g., "Just say it, no need to pretend. I'm already into you, just talk to me," modeling sincere, adult interpersonal talk. The Gen Z version emphasizes dynamic speech patterns and cultural interjections like "Dang," "Let's gooo," and "Fr," combined with casual phrasing like "stop frontin'." The Gen Alpha version uses affirming and gentle encouragement, e.g., "I already like you," "just say hi," and "so sweet!" with rhythm and repetition that simulate how young children process messages.

In "*Pica-Pica*", Millennials are given straightforward instructions: "Turn it up," "Move those hips," "Step left, step right." These resemble dance class directives, highlighting structure. **Gen Z** receives stylized imperatives like "Okayyyy – turn it UP 🎧," "Eyyyy Missyyy 🤏," and "drop Sonia on top – double trouble," imitating real-time social media performance. The Gen Alpha version relies on engagement-focused cues: "Oops! We forgot to go back home!," "Girls from NTT – let's run!," and "Let's dance with Miss Melanesia!" These build excitement with high-frequency verbs and exclamation-based encouragement.

On the socio-cultural level, the translations reflect and reproduce generational ideologies, especially in the use of regional and cultural identity markers. In "*Stecu Stecu*", the Millennial line "I didn't mean it like that" suggests a reflective and emotionally responsible voice, while Gen Z's "Just 'cause I'm stecu doesn't mean I'm not feelin' you" reflects directness and a defense of nonchalance as emotional depth. Gen Alpha's version, "Being stecu doesn't mean I don't like you," simplifies this for easier comprehension while still carrying the theme of emotional expression. The invitation to connection also varies: Millennials say, "just talk to me," Gen Z says, "just slide into the convo," and Gen Alpha gets, "just say hi!"

In "*Pica-Pica*", socio-cultural framing is especially visible in references to regional identity. The Millennial version celebrates it narratively: "This is our island-style celebration," with emphasis on unity and culture. Gen Z positions it through empowerment: "Papuan queens, grounded strong" and

“Island-coded 🏝️,” aligning regional pride with trend-savvy aesthetics. Meanwhile, Gen Alpha uses cheerful descriptors: “Girls from Ambon – so fun!,” “Papua queens – strong and proud 🇮🇩,” and “Let’s dance with Miss Melanesia!”—presenting diversity in a celebratory and accessible tone for children.

Altogether, these differences show that the AI does not merely translate lyrics—it reproduces generational discourse styles, cultural ideologies, and social identities. It positions itself as a discursive agent capable of selecting and framing meanings that align with each generation’s communicative norms, from adult romantic restraint to Gen Z’s internet-speak, down to Gen Alpha’s joyful, affirming simplicity. This highlights not only the model’s linguistic adaptability but also its capacity to reproduce and circulate ideologies embedded in contemporary communication norms.

Alignment with Research Objectives and Broader Implications

With the rise of global communication, translation has become an essential skill in bridging cultural and linguistic divides (Yu Yuxiu, 2024). In this evolving landscape, Artificial Intelligence—particularly tools like ChatGPT—offers considerable advantages when applied ethically and responsibly. However, to ensure academic integrity, its use must be guided by clear and well-defined frameworks (Fikri Kurnia Ramadhan, Muhammad Irfan Faris, Ikhsan Wahyudi, Mia Kamayani Sulaeman, 2023). Building on this ethical foundation, the present study integrates insights from pragmatics and Critical Discourse Analysis (CDA) to offer a new perspective on AI-human collaboration in language tasks. It demonstrates that large language models, when guided by socially and culturally informed prompts, can produce outputs that respond to diverse communicative needs. However, these outputs still operate within the interpretive boundaries shaped by the model’s training data and prompt instructions.

Nonetheless, no matter how advanced the AI system may seem, human agency remains central. It is the human who provides the prompts, determines the necessary context, and ultimately guides the translation process. More importantly, the final output still requires critical human evaluation. This highlights the need for users to possess sufficient background knowledge. In translation tasks, this means being proficient in both the source and target languages. Furthermore, even the most sophisticated AI can make errors—sometimes in meaning, tone, or cultural appropriateness. That is why humans must revise AI-generated texts using *rasa* (a sense of appropriateness, emotional tone, and nuance) and background knowledge. These human elements are essential in achieving translations that are not only accurate but also contextually and culturally resonant.

In conclusion, these insights contribute to key areas such as translation studies, AI discourse ethics, and the emerging field of human–AI meaning negotiation. They provide a methodological entry point for evaluating how generative AI systems perform sociolinguistically—revealing both their strengths and their reliance on human sensitivity to meaning.

CONCLUSION

This study shows that AI translation, especially using tools like ChatGPT, can adjust to different age groups by following specific prompts. By combining pragmatics and Critical Discourse Analysis (CDA), the research finds that AI doesn’t just switch words from one language to another—it also builds meaning based on who is speaking, who is listening, and the social or cultural situation. The translations of the songs “Stecu” and “Pica-Pica” show that language style, tone, and word choices change depending on whether the audience is Millennial, Gen Z, or Gen Alpha. Each version reflects how people from those generations usually talk and what they care about. Using Fairclough’s CDA model, we can see how the AI follows patterns in language, adjusts to how people usually communicate, and reflects common ideas or values from each group.

Even though AI is fast and helpful, human control is still very important. People must guide how AI is used—by writing the right prompts, checking the results, and making sure the translation is respectful and makes sense. No matter how smart AI seems, it still needs people to review its output

and understand the deeper meaning. So, humans must stay in charge and keep watching over how AI is used. For AI to work well in translation, both technology and human understanding must work together. This research adds to studies in translation and AI, and supports responsible, thoughtful use of language technology in everyday life.

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